



الحركة الشعرية في حمص منتصف القرن العشرين
(وصفي قرنfli) و(عبد الباسط الصوفي) أنموذجاً
دراسة نقدية تحليلية مقارنة

إعداد
هبة رياض الصليبي
بإشراف
أ. د. جودت إبراهيم

2011 1432

CERTIFICATE

I hereby certify that the work in this thesis is the result of the research achieved by a student of high studies Heba Ass-lebi the supervision of Doctor Jawdat Ibrahim aprofessor in the Department of Arabic, Factualy of Arts and Humanities, Al Baath University.

Any reference to another research in this subject is authenticated in the text.

Achieved by

Heba As-slebi

Supervisor

Jawdat Ibrahim

)

-

-

(

.

DECLARATION

It's hereby declared that this research "The movement of poetry in the mid-twentieth century Homs Wasfi karanfuli, Abdel Basset al-soufi model".

Has not already been registered for any degree, or its currently presented for any other degree

Candidate

Heba As-slebi

This dissertation is submitted in fulfillment of the requirements for the degree of master in Arabic language and literature in modern poetry at the faculty of Arts and humanities at the University of Al-Baath.

Candidate

Heba As-slebi

..

... .

... .

. / /

لايسعني هنا إلا أن أقف على مشارف الأمل . . وأتوجه بالشكر إلى من تضيق الكلمات
أمام رحابة صدره ألا وهو مشرفي على هذه الأطروحة

الذي كان الصفوح عن أخطائي التي توجّهت بتصحيحه . . فأتمنى أن يبقى نبع عطاء لا
ينضب . . وله من الله ثواب العلماء .

- أسأل الله أن يمنّ عليها بالسلامة والجمال .. بلدي الحبيبة

سورية

- إلى من علمني أن الحياة تعني الصدق، والحب، والكرامة

معلمي الأول في الحياة .. أبي الغالي حفظه الله

- إلى من علمتني أن أحبّ بلا حدود لأنها أحببتني بلا حدود

أمي الحبيبة .. مرعاها الله

- إلى الدفء الذي يسبق ظلي دائماً .. نصفني الثاني

عامر

- بكينا .. ولعبنا .. وضحكنا .. وكبرنا معاً .. وسنبقى دائماً معاً

أخوتي .. مرولا .. أحمد .. مأمون .. شروق .. محمد

- سكن قلبي قبل أن تراه عيني .. نواصرة عمري

عمارة

- إلى زهرات عطر عبق شذاهنّ دميري

صديقاتي

- إلى من صنعتهم الأقدام ليكونوا خير سندٍ لي

عائلة أبو حمد .. عائلة أبو رياض

مخطط البحث

الحركة الشعرية في حمص منتصف القرن العشرين

(وصفي قرنفي، وعبد الباسط الصوفي) أنموذجاً

مقدمة:

مدخل:

الفصل الأول:

-

-

الفصل الثاني:

-

-

الفصل الثالث:

-

-

-

الخاتمة ونتائج البحث.

ثبت المصادر والمراجع.

ملخص الرسالة باللغة الإنكليزية.

المقدمة

/

/

/

/

) :
 :
 (

مدخل

:

-

()

"

()

" ()

()

...

"

/

/

/

/

()"

"

()"

"

()"

"

:

()"

"

()"

/ /

() ()

-

()

()

()

()

()

()”
()

”
()”

”

()”

()

)

(

(١)

(٢)

(٣)

:

-

.

.

"

()"

"

...

. ()"

. / /

()

()

• ()_{II}

11

11

()_{II}

• •

$$:(\quad)$$

—

()

$$:(\quad)$$

—

()

. / /

()

$$\frac{1}{\rho} = \frac{1}{\rho_0} \left(1 - \frac{\alpha}{\rho_0} \right) \quad (1)$$

" () () ()

. ()"

.

:

-

" () ()

. ()"

()

()

()

الفصل الأول

أ- المكونات النفسية والثقافية عند الشعراء:

١- المكونات النفسية والثقافية عند الشعراء:

٢- المكونات النفسية والثقافية عند الشعراء:

٣- المكونات النفسية والثقافية عند الشعراء:

٤- المكونات النفسية والثقافية عند الشعراء:

٥- المكونات النفسية والثقافية عند الشعراء:

٦- المكونات النفسية والثقافية عند الشعراء:

٧- المكونات النفسية والثقافية عند الشعراء:

٨- المكونات النفسية والثقافية عند الشعراء:

٩- المكونات النفسية والثقافية عند الشعراء:

١٠- المكونات النفسية والثقافية عند الشعراء:

/ /

.() / /

$$\vdots$$

()

•

11

() 〓

•

()
•

) / /

()

(

()

()

()

• •

)

(

"

." ()"

/ /

()

. / /

()

" ()

()"

"

()"

...

/ /

/ /

: ()

()

()

/ / ()

()"

"

.

./ /

: -

/ /

/ /

/ /

/ /

()

.

()

()

()

./ /

"

/ /

()"

()

()

()

()

() ./ /

) ()

(

()

.

.

()

()

()

()

()

.()

() ()

()

()

)

()

.. (

(...)

()

(..)

.(...)

()

./ /

)

(

()

..."

()"

..."

()"....

"

()

()"

"

() ()

/ / ()

. / / ()

()

()

... ()

... :

:

"

::

... ()

:

()

()

/ /

ب- الدّراسة اللّغوية:

()

:

"

" ()

.

"

" ()

.

.

..... / /
..... / /

() :
()

• ()_{II}

$$\vdots$$

—

•

•

$$\vdots$$

()

()

:

()

•

—

()

$$\vdots$$

()

•

()

()

()

()

()

()

•

()

.

()

()

						()	()
.	/	/	/	/		.	()
		.	.				()
							()

() () () ()

(=)

"

() []

()"

:

"

-

()

:
()■

()

. ()

()

.

:

-

:

.

=

:

.

=

:

.

=

:

.

...

=

:

.

:

-

()

.

:

()

"

()"

—

—

"

. ()"

"

. ()"

()

()

()

:
 " ()"
 " "
 ()
 ()
 .
 .
 .
 :
 ()"
 ()
 ()
 (...) :
 ()

. ()
 . ()

()
()

()

()

()

"

:" "

"

"

()

.()

. / /

()

()

	()
	()
	()
	()

11

• ()_{II}

11

()_{II}

()

$$\vdots$$

:

:

()_{II}

11

$$() \quad) :$$

()

()

•

		()
		()
		()
. ()		()

()

()

()

()

.()

:

()"

"

» :

()«

.

:

(٧) "

"

()«

» :

()

()

:

()"

"

» :

()«

()

.()

()

(٧)

.()

()

()

	.()	()
	.	()
	.()	()
	.	()
	.()	()

()

:

()

"

» :

()

.

:

()

"

» :

()

$$\rightarrow :$$

()

•

()_{II}

II

•

•

•

$$\vdots$$

()

:

.() ()

(٢) قرنفل، وصفي، الديوان، ص ٧٧

(٣) نفسه، ص ١٥٩.

« () () »

()

()

/ /

.

:

« ()

»

:

« ()

()

()

.

()

()

() :

()

^(١) وردت هكذا في حاشية ديوان (وراء السراب)، والصواب: المغانم.
^(٢) شوقي، أحمد، الشوقيات، مج ٢، مكتبة التريبة، /٩٨٧ م/، ص ١٤٧.

()

()

()

()

·
:
() "

:
() "

() () ()
()
()
() ()

·
:
"
()"

· ()
/ / : ()
·

:
 "

()"

()

.

:

()"

"

.()

.() :

.() :

.() :

.() :

.

:

. ()

: ()

. ()

/ / ()

. ()

. ()

. ()

()

()"

" ()

()

()"

/ /
:

/ /
()
()
()

• ()_{II}

II

•

II

()_{II}

...

III

• ()_{II}

()

$$\vdots$$
$$\begin{pmatrix} \cdot \\ \cdot \end{pmatrix}$$

...

11

()

()

()

()

()"

"

. ()" "

"

()" "

:()

()

!

"

:

()" "

:()

"

()

()

()

()

()^{١١} ()

.

:()

()^{١٢}

.()

()

. () ()

"

()^{١٣}

.

()

()

()

:

()

! "

!

()_{II}

...

()

•

•

•

11

()_{II}

()

(۲)

()	()	"	()"
()			
		"	
()	[...		
	()"		
	.		
	:	:	
	.()	-	
	.()	-	
	.()	-	
	.()	-	
	.()	-	
	.()	-	
	/		()
			()
	/		()

	.()	-
	.()	-
	.()	-
	.()	-
:	:	
	.()	-
	.()	-
.()	-	
	:	:
	.()	-
	.()	-
	.()	-
	.	
()"	"	
.		
/		
/		
		()
٥٣		

:

..

..

..

..

..

..

..

..

.

.

-

-

-

-

-

-

-

) : -
 .(
) : -
 .(
) : -
 .(
 : ..
 :
 .(
) : -
) : -
 .(
 ()
 .
 : ..
 .() : -
 .() : -
 .() : -

.()

: ..

:

): -

.(

.(): -

.(): -

.

: ..

:

): -

.(

.(): -

.(' : -

): -

.(

): -

.(

()

()

.

:

.

.

.

.

.(..)

-

-

-

-

-

-

-

:

"

()"

:

.

() "

...

.

. / /

(١)

١٠٠

١٠٠

١٠٠

()

١٠٠

١٠٠

١٠٠

:

=

!

١٠٠

!

()

()

()

()!!

...

"

()

:

.()"

"

()

() ()

:

-

:

()

()

"

,

()"

(

)

:

"

()

!

• ()_{III}

(

• •

•

• •

• •

11

• ()_{II}

()

$$\rangle :$$

()

()

()

.()

()

.

:

()"

"

» :

().

()

.

:

"

()"

().

» :

()

.

()

.

.()

()

.

.()

()

()

()

()

()

()

. ()"

()

"

:

:

()

()

. ()"

"

:

()"

.

.

:

:

()"

() "

.

:

"

()"

()

()

()

()

:

"

. ()"

() ()

)

(

:

:"

"

-

"

"

"

()" "

"

"

!

()" "

"

"

"

()

()

()

:

()"

()

()
()

• ()_{II}

()

—

•

:

—

)

(

•

$$\vdots$$

()

()

— (

11

:

()

" "

()"

: " " -(
!

()

()

()"

()
(')

()

:

"

()"

()

.

: ()

"

()"

()

()

() ()

. ()

()"

...
...
...
..."

: ()

.
" "

:

()

•

:

11

()^{III*}

()

$$\left(\begin{array}{c} \text{ } \end{array} \right)$$

()

•

:

$$(*)$$

.()

()

•

•

VV

.

:"

" []

()" "

"

()" "

:

:

"

()" "

:() ()

:()

:

" -

()" "

:()

:()

:()

(^٤)

: : () ()

.

" _

()"

() ()

:

()"

" _

:()

.

:

-

: (....)

"

()

()

()"

()

:()

:()

()

:

"

...

()"

()

()

(")

.()	-
:	:	
.()	-
.()	-
.()	-
.		
)		-
:	(
:		-
()	-
.()	-
.()	-
:		-
()	-
()	-

) -
 (
 () -
) -
 (
 () -
 .() -
 : -
) -
 .() -
 .() -
 .(() :) -
 .() :
 () () () () :
 .() ()
 .() -

.()
 : :
 :
) -
 (-
)
 .(-
) -
 .(.
 : :
 :
) -
 .(-
 .() -

) -
 .(
)
 -
 .
 :
 :
 :
 .(
) -
) -
 .(
) -
 .(
 ()
 .
 :
 -
 -
 -

الفصل الثاني

- .

- .

أ- الصورة الشعرية:

.....

()

... "

()"

"

. ()"

:

: .. -

"

. ()"

()

.

... "

()

()

()

()"

()

"

()"

"

()"

"

()"

"

..

()

()

.()

()

()

()

() [] ...

()"

"

()"

"

. ()"

"

() ."

"

()"

"

()"

()
()
()
()
()
()
()
()

"

. ()"

"

. ()"

"

()"

"

. ()"

"

()
()
()
()

١٠٠

١٠١

١٠٢

١٠٣

١٠٤

١٠٥

١٠٦

١٠٧

١٠٨

١٠٩

١١٠

(١)

(٢)

(٣)

(٤)

(٥)

"

.....

. ()"

"

. ()"

..

.

"

...

()

()"()

.

:

()

()

()

١٠٠ : -

١٠٠ : - "

()

:

() " (..) "

() " " :

!

()

()

()

()_{II}

11

• ()_{II}

$$(\quad)$$

•

()_{II}

()_{II}

11

$$:(\quad)$$

11

()

()

()

()

* * *

* * *

* * *

* * *

* * *

:

()

()

() []

"

" () (*)

()

:)

()

(=

.

()

()

()

(*)

(i)

()

()

"

()"

"

()"

()

"

..

()"

"

. ()"

()

()

()

()

"

()"

: ()

* * *

* * *

"

:

.

()"

* * *

()"

()

:

"

()"

()

()

()

.

:

()"

"

()

()

()

:

$$\rightarrow :$$

()

()

11

...

• ()_{II}

• •

—

11

• ()_{II}

—

•

.()

()

()

()

()

.()

()

:

" :

.()"

"

:

()" "

()

()

()"

:

"

()"

)

(

()

.

.

:

"

()

(")

()
()

"

()

.

()"

..

"

()" "

. ()

()"

"

!

١٠٨

()

()

()"

(*)

()"

.()

١٠٩

...
.. .. ()
...
()"

"

.

∴
"

()
()
(*)
()
()
()

)

(

" .. .

()"

...

.

11

()_{II}

$$\begin{pmatrix} \vdots \\ \vdots \end{pmatrix}$$

11

()_{II}

.

•

•

()

(۲)

()

()

()

:

"

()" "

"

()" "

()

()

()

:

()

()"

...

"

:

()

() ()

.... "

()" :

-

-

-

-

-

()

-

-

()

(¹⁾

"

" ()

-

-

ب - سمات الرومانتيكية:

()

:

:

()

.()"

.

: / /

: "

...

()

:()

"

" :

"

.()"

"

. =

:

"

()

(')

() "

"

()" ...

() []

"

()" .

....

()

()

()

(^٤)

”

()”

”

:

.()”

”

: -

.

()

()

() "

:

()

"

()

.

.

.

.

.

()"

()

()

()

() "

()"

:

: ()

"

()

. : "

. ()
.()

() "

()"

. ()"

:/ /

.

"

"

"

()
()
()

()"

"

.

.

()"

"

"

()"

:

"

/ /

.

.

()

()

()

()"

...

"

.

()" . .

"

()" "

"

()

()

()

/ / / / " ()"
 .
 " " : "
 * *
 . ()"
 * *
 ()
 () "
 ...
 :
 =
 ()
 ()
 ()
 ١٢٧

:

()

()

**

**

**

"

* *

()"

* *

...

"

()"

"

()"

()

()

(")

• —

)

(

/ /

•

() 〃

11

⋮

II

() 〃

$$\vdots$$

•

•

II

() 11

$$\begin{array}{c} \parallel \\ \bullet \\ \bullet \end{array}$$

()

(۲)

(۳)

» ()

:

» ()

»

:

» ()

»

»

.

.....» ()

:

()

»

-

-

(١)

(٢) قرنفل، وصفي، ديوان وراء السراب، ص ٤٣.

()

()

() "

"

()".....

:

.

.

-

-

-

.

-

.

()

(٢)

()

.

.

.

-

-

-

∴

∴

()) (

:

"

!!

!

.()"

()

()

"

.()"

:

...

"

()

()

١٢٦

...

:

()

:

.()"

* * *

"

...

* * *

١٣٨

:

"

١٣٨

()
:

١٣٨

١٣٨

:

!

"

()

()

()

.()"

"

.()"

"

() "

()

()

()

()

:

"

.

.

. () "

:

"

() "

"

. () " ...

الحجج
:

()

()

()

"

() []

. ()"

()

"

. ()"

:

"

...

* * *

* * *

..

* * *

()

()

()

()"

:

"

()"

:

. ()"

...

!

* * *

()"...

...

"

..

"

..

"

()

()

()

()

.

.

.

.

...

...

.()"

"

.()"

()

:()

... "

!

()

()

.()"

()

:

"

* * *

!

....

()" "

...

!

:

()

:

"

()

()

()"

:

"

()"

()

:()

...! "

...

* * *

()

()

()

()

.

..

()»

»

...

»

:

...

!

()»

..

» () .

() :

» ()

»

:

...

»

...

» ()

!

...

()

»

....

...

» () .

الحرية:

()

()

()

()

()

()

:

... "

...

()"

:

...

:

"

()"

)

()

(

()

.

()

() "

"

() "

:

"

() "

"

: ()

()

()

()

II .

()

()

•

() 〃

•

•

•

•

$$\begin{pmatrix} \vdots \\ \vdots \end{pmatrix}$$

()

II

...

11

II

()»

»

()»

»

() . »

» :

()»

:

»

()»

»

()

()

()

()

()

()"

()

:

: "

()"

()

()

غربة الصوفي:

() .

"

!

.

" () .

.

()

()

()

()

.

()

()

:

"

. ()"

() "

. ()"

:

"

...

* * *

()

()

()"

"

.

. ()"

"

...

. ()"

()

:()

!

"

:

()

()

()

()"

()

"

()"

: ()

"

()"

"

()

()

()

... ()

"

... ()

"

... ()

"

.

... ()

()

()

()

()

(^٤)

:

()

()

-

-

-

-

-

-

-

الفصل الثالث

مقارنة بين الشاعرين وصفي قرنfli وعبد الباسط الصوفي:

أولاً.. من حيث اللغة الشعرية:

-

)

(

)

(

()

()

()

.() () ()

()

()

: :-

: :-

() ()

()

()

()

.() ()

)

(

.()

()

()

) ()

()

(

()

()

: : -

()
 .
 : -
 .
)
 ()
 .
 .
 "

()"

()

()

()

.()

()

()

()

()

)

()

.(

.()

.()

()

()

-

.

-

-

()

() .

() -

()

()

ثانياً.. من حيثُ الصورةُ الشعرية:

- :

() - :

()

()

ثالثاً.. من حيث سمات الرومانتيكية:

()

()

: -

)

(

: -

: -

()

.()

.

∴
∴ -

()

.

∴ -

)

(

.()

∴ -

.()

.
 () : -
 .
 : -
 : -
 : -

()

∴ - ∴

∴ -

∴ -

ب- وجود الشاعرين بين الشعراء الحماسة في مرحلة التجديد:

()

()

تمايز الرومانتيكية العربية ووجود الشعراء فيها

!

/ / / /

. / /
. / /

() "

.....

"

() "

"

() "

.

"

() "

()

()

()

()

/ /

"

()

-
-
-

()"

...

...

"

()" .

"

.

• ()

•

•

11

()_{II}

• • • •

()

()₁₁
...

11

()

11

11

•

() 〃

)

 (\dots)

•

()

()

()

()

()

"

()"

"

() "

"

()"

"

. ()"

"

. ()"

"

()

()"

-
- ()
 - ()
 - ()
 - ()
 - ()
 - ()

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

١٨١

"

.")

...

"

.")

"

.")

"

.")

"

.")

"

-
- ()
 - ()
 - ()
 - ()
 - ()

() ."

"

() ."

.

"

...

"

() ."

() ."

[]

"

() ."

()
()
()
()
()
()

/ /

()

"

/ /

١٨٤

() =
.

...

.

()

الخاتمة ونتائج البحث

:

المصادر والمراجع

/ / -
 .
 . / / -
 / / -
 .
 . -
 . -
 . / /
 .

The Poetic Movement in Homs in the Mid Twentieth Century

Wasfi Alqoronfoli and Abdulbaset Alsofi as examples:

Studies, though few, agrees that Wasfi Alqoronfoli and Abdulbaset Alsofi are two great figures of Romanticism in Syria. This study tries to illuminate the agreement and disagreement on this idea through the full examination of the elements of their experience especially that the mid twentieth century is a critical period of the history of Syria that witnessed disturbances in all sides of life, especially in literature.

Some of the linguistic phenomena in their poetry have been studied . Furthermore, some aspects of the poetic image and the features of romanticism have been analyzed. Then all the considered elements have been compared to find out that:

The experience of Wasfi Alqoronfoli extends from Romanticism to committed realism which is clearer in the implication of image or in one of the implications of poems in general. Additionally, We found a lot of traditional aspects in his poetic language.

Although the experience of Alsofi is purely romantic, as he wanted, he was committed to achieve the components of romantic trend in language, image and the elements of romanticism to become one of the great figures of romanticism of the modern poetry in Syria compared to his teacher Wasfi.

The study seeks to clarify the status of the two poets in the Homese poetry at that stage. Then it tries to clarify their status in the Arabic Romanticism through mentioning examples from the poets of Pen League who have a clear impression in renewing the structure of the Arabic modern poetry (in form and in content). It is still noticeable the difference between the romantic trend and Romanticism in that the romantic trend is a psychological need of the poet that is fulfilled in his poetry and it gives him warm and gentle feelings. Romanticism is a school that has teachers and students. It also has rules and specific points a poet has to follow and comply with and this in turn bounds him by unnecessary things.

Syria Arab Republic
Al-Baath University
Faculty Of Letters And Humanities
Department Of Arabic Language



**The Poetic Movement in Homs in the Mid Twentieth
Century**

Wasfi Alqoronfoli and Abdulbaset Alsofi as Examples

**A Thesis Presented to Acquire A Masters Degree in
Modern Arabic Poetry**

Submitted by

Hiba As-slebi

Supervised by

Jawdat Ibraheem